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ABSTRACT

In October of 1974 a follow-up study was conducted using a sample of 50 Master's level graduates in guidance and counseling from Northeastern Illinois University. Questionnaires were mailed to derive information relative to (1) professional employment, current and preferred, (2) professional skills most frequently used and (3) graduate courses considered most valuable. Both descriptive and inferential statistics were used to test hypotheses and analyze the data. Although many graduates of both sexes were not working in their field, more men were employed as counselors. A dissatisfaction with current professional roles was expressed by the graduates. Women were significantly more dissatisfied. The respondents did not regard the job market as a significant factor in employment. Course work was found to have a definite relationship with the counseling activities of the graduates. The practicum was regarded as the single most valuable course by the majority of respondents. Over half of the graduates were pursuing further education but few were continuing in guidance and counseling. (Author)

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A STUDY OF COUNSELORS AND THEIR UTILIZATION OF COUNSELING SKILLS

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By

Marina Tatar

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A RESEARCH PROJECT SUBMITTED TO DR. MARY BOWERS OF NORTHEASTERN ILLINOIS UNIVERSITY IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE RESEARCH SEMINAR IN GUIDANCE AND COUNSELING

December, 1974

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Chapter I

INTRODUCTION

Problem

This study was concerned with investigating the activities of graduates in the guidance and counseling field. A research follow-up study of recent graduates was conducted to determine how many actually entered the area for which they trained, the guidance and counseling skills they most frequently used and the effect of the training program on their professional pursuits. Of interest also, was the effect of job availability on employment--were those desiring positions as counselors able to obtain them.

Justification

Shertzer and England have stated:

> The purposes of student follow-up in counselor education seem self evident: to ascertain how many actually enter the area for which preparation was obtained; to secure information concerning how well preparation enable counselors to perform; to seek evidence upon which to base decisions regarding curriculum and program modification. In short, student follow-up enables the institution to make systematic judgements of the relative adequacy of its program.[1]

They go on to say that post education contacts with graduates are usually maintained in respect to student placement and the precise extent to which counselor education institutions conduct systematic follow-up studies of their candidates is unknown.[2]

Harmon and Arnold have indicated that although much has been written on the preparation of high school counselors, few studies have been published on the reactions of active counselors to their graduate education programs.[3]

In 1970 Wisconsin State University-Stevens Point conducted a research follow-up study of their graduates "in order to determine what they were doing, the adequacy of the University's role in preparing them and the adequacy of the University's services that help students get through school and help them find suitable employment." The authors of this study found that relatively few institutions of higher education have examined critically the employment needs and experience of their graduates.[4]

McKinney and Oglesby state that the follow-up study, at most, can act as a motivating force for change; at the very least it will probably indicate areas requiring change of some sort--addition of new programs, deletion of others or revision of existing programs and thereby "constitutes one of our most valuable techniques for assessing education system outcomes."[5]

Counselor education programs have had few feed-back mechanisms, making evaluation more art than science. The researchers of this study have concluded from their investigation of the literature the need for follow-up studies and evaluations of counselor education programs.

Questions pertinent to this study were "To what kinds of work do our graduates go? Was their preparation adequate for these positions?"[6] The objective of this study, then, was to obtain the answers to these questions and thus provide the University with factual information which it may use in curriculum planning and in making judgements of the relative adequacy of its program in preparing counselors for effective performance in the field.

Definition of Terms

For purposes of this study the term "follow-up study" referred to a procedure for accumulating pertinent data from individuals who have had similar or comparable experiences, i.e. those who have graduated from Northeastern Illinois University with Master's Degrees in Guidance and Counseling.[7] The term "professional activities" referred to the primary occupational role the individual was currently occupying, such as teacher, administrator, counselor, etc. "Recent graduates" referred to those having graduated during the past three years, 1971-1974 and "counseling activities and/or skills" referred to individual counseling, group counseling, group guidance, administration and testing. The term "training program" referred to the eight courses listed in the questionaire and "professional pursuits" was defined as that occupational role most desired.

Hypotheses

Hypothesis One: There is no relationship between the professional activities of graduates of the Guidance and Counseling Program at Northeastern Illinois University and the use of courses in their training program.

Hypothesis Two: There is no difference in the value graduates placed on the courses in the training program listed in the questionaire.

Hypothesis Three: Given the proportion of men and women responding to the questionaire, there is no difference in the proportion of men and women employed as counselors.

Hypothesis Four: There is no relationship between the numbers of Northeastern Illinois Graduates seeking employment in counseling and the availability of jobs in this field.

Hypothesis Five: There is no difference in the number of graduates pursuing further education in guidance and counseling and the number of graduates pursuing further education in other fields.

Hypothesis Six: Given the proportion of male and female responses, there is no difference in the numbers of men who were dissatisfied with their current professional roles and the numbers of women who were dissatisfied with their current professional roles.

Chapter II

REVIEW OF RELATED LITERATURE

Follow-up studies and evaluations by graduates of their counselor education programs have increased since 1960 when Harmon and Arnold indicated a lack of such research.[8] Two studies were found to be directly related to this research. The most recent was reported by Shertzer and England in 1968. The purpose of their research was to report an intial, exploratory follow-up of Purdue University Graduates in Guidance and Counseling at both the Master's and Doctoral Degree levels. The questionaire sought descriptive data, pre-education information, preparation evaluation, and post preparation information. The questionaire was sent to seventy-two Master's and fourteen Doctoral Degree Graduates. Two-thirds of the respondents were men and three-fourths of the students were married. The findings of this study were numerous; only those pertinent to this research will be discussed.

Preparation for work in an elementary school was sought by three Master's students; fifty two of the Master's students and three of the Doctoral students sought work in the secondary school; and junior college or university work was sought by twelve of the Master's Graduates and ten of the Doctoral Graduates. Work in a non-educational setting was sought by one Master's and one Doctoral Graduate.

Three-fourths of the Master's level students indicated secondary school as the level for which preparation was initially sought, but less than two-thirds were actually employed at that level. Twenty-four Master's Graduates were engaged in full time guidance and over fifty percent were engaged half-time or more.

The major professional activities in which Master's Graduates engaged were in rank order: counseling (48 percent), teaching (29 percent), administration or supervision (9 percent), and pursuit of a Doctorate (9 percent). For those at the Doctoral level, teaching (64 percent) and research (14 percent) were the two most prominent major professional activities.

With respect to evaluation of the effectiveness of instruction in course work, counseling practicum was rated highest, followed by occupational information and statistics. Instruction in group processes and psychological and sociological foundations was rated as less effective. Eighty-four percent of the respondents were satisfied to highly satisfied with their present position and nine-tenths reported that their preparation was adequate to highly adequate.

The respondents' suggestions for program improvement included more practicum, more group counseling experience and more content in psychology and sociology.[9]

Of interest was the low proportion of those engaged in full time guidance.

The other study most related to this research was a study by Jones, Corle and Orebaugh at the University of Cincinnati in 1968, undertaken to provide useful information regarding its program. A questionaire was sent to 134 graduates of the counseling program with eighty (60 percent) returns. The questionaire consisted of three pages and covered such areas as professional employment, non-teaching work experience, educational background, graduate courses considered most and least helpful, suggested new courses and other comments. The findings revealed that forty-eight of the eighty graduates were serving in counseling and related positions with twenty-one counselors employed for an extended work year. It was not possible to determine from the data available what percentage of those not working as counselors, if any, have this desire but have not been given the opportunity. Courseling Techniques was ranked as the "most helpful" (55 percent) course with Practicum ranked second (40 percent). The graduates were generally well satisfied with the program. Again it was interesting to note that thirty-two of the eighty respondents were working in some capacity other than counseling. Jones, Corle and Orebaugh recommended an investigation of the factors underlying this finding.[10]

The three studies which follow were only partially related to this research since they were concerned with

evaluation of counselor education programs by those already working in the field.

In 1971 Joseph and Drury patterned a study after that of Harmon and Arnold (1960) designed to determine what certificated school counselors think of the educational programs that prepared them for the work they were doing. 512 questionaires were mailed to full time certificated high school, junior high and elementary school counselors in Ohio. Ninety-one percent or 466 responded; seventy-one percent worked at the secondary level, twenty six percent with junior high students and three percent with elementary students. Joseph and Drury found that far too few counselors were engaged in in-service training activities and preparation for such activities received the lowest ratings. They observed that counseling and testing were the activities performed by the highest percentage of the respondents; courses in these areas received the highest ratings. Testing, dissemination of educational and occupational information, class scheduling and selection of courses were also found to be major activities.

The counselors seemed somewhat less than fully satisfied with the adequacy of preparation for group guidance duties. Only sixty-three percent of the high school counselors were performing group guidance functions while eighty-three percent of the junior high school counselors and eighty percent of the elementary counselors were doing so.

One hundred percent of the elementary counselors were actually counseling. While eighty-five percent of the high school and eighty-one percent of the junior high counselors rate their preparation for counseling "excellent or good", only sixty-seven percent of the elementary counselors did so.

Practicum and Principles of Guidance and Counseling received high average ratings from the three groups of counselors. Thirty-one percent suggested an extended, improved and well supervised practicum coupled with mandatory internship and on-the-job training.[11]

Of interest in the Joseph and Drury findings, related to the present research, was that those employed as counselors were actively engaged in counseling and that the practicum was not only a favored course but that need of an extended practicum and mandatory internship was felt.

The Harmon and Arnold study presented in 1960 was, as stated previously, the pattern used by Joseph and Drury in their research. It also was concerned with the reactions of active counselors to their training programs. Two hundred questionaires were mailed to a sample of school counselors, members of the American School Counselor's Association; replies were received from seventy-five percent or 150. Counseling, testing, group guidance and class scheduling were the major activities of these counselors. The counselors were not satisfied with their training in

group guidance, class scheduling and in-service training. Sixty percent of the 150 respondents had made no tape recordings and forty-one percent had had no supervised practicum. Twenty-six percent suggested more supervised counseling experience as a major improvement of their training program and a need for more adequate training in group guidance was indicated.[12]

Thus the findings of these two similar studies yielded very similar results indicating very little change in counselor education programs during the ten year span between these studies.

Another study reported by Ryan in 1968 commented on the professional preparation of counselors in Ohio Catholic Schools. A selected sample of counselors in Catholic Secondary Schools were polled regarding the type of academic preparation they had completed preparatory to functioning as school counselors. A comparison of the recommended program of study in the American School Counselor's Association Policy Statement with the academic preparation of the sample counselors indicated that they have not met the recommended minimal standards of preparation. Findings indicated that programs of counselor education in Ohio must continue to stress that professional preparation as recommended by the American School Counselor's Association be met by counselors in non-public as well as public school settings.[13]

Swoyer, in a 1968 follow-up study of counselor graduates indicated that in evaluating their education program, alumni

expressed a need for an increase in supervised counseling and testing experience.[14]

Another related study was one investigating the job market for those with counseling degrees at the Doctoral level. Zerface reported that Riccio in 1966 indicated that an increasingly large number of universities were granting Doctorates in Guidance and Counseling. He questioned the desirability of this trend and said that a serious problem existed in placing many graduates in the job settings they preferred. What is the nature of the job market for one with a Counseling Doctorate? Of the 180 1970 graduates sampled by Zerface, 107 responded. All were employed. However, many complained of failure to secure desired positions and fifteen percent reported they were forced to accept employment for which they had only marginal interest and training. Seventy percent were working in higher education settings. Personal contacts were rated most important by more graduates than were past job experience, quality or reputation of the Graduate's Doctoral Program in obtaining a position. Comments by many of the 1970 graduates suggested that university jobs, particularly counselor education jobs were becoming increasingly difficult to secure. The most distressing implication of this survey was that many counselor education training programs may be preparing doctoral students for jobs that apparently do not

exist. Zerface advised counselor education programs to come to grips with changing manpower and subsequently to revise training programs in light of these manpower needs.[15]

This finding has definite implications for Master's level graduates, and was thus related to the research under investigation and included here.

Are marked changes in counselor education programs followed by significant changes in the reactions of its graduates? Scott's study in 1970 answers this question by comparing follow-up data for two groups of Master's of Education Degree Alumni of the Graduate School of Education at Rutgers University. The most pertinent feature of this study was the large increase in employment of graduates in counseling and guidance positions. Increased emphasis on professional knowledge, skills and attitudes and the introduction of a supervised practicum may have contributed to the changes as well as the decreasing emphasis on teaching experience as a qualification for admission. It was concluded that marked changes in the counseling education program were followed by significant changes in much follow-up data for alumni.[16]

Whitely, in his review of the literature between 1965 and 1968, indicated that despite its importance published work in this field was of low quality, superficial and so narrowly defined as to be misleading in the implications which might be drawn from it. However, he said the content of counselor education programs, specifically in relation to

course work innovations and practicum innovations have received considerable attention. These included the employment of counselors-in-training as half-time staff members in cooperating schools for an entire academic year. Course work was undertaken prior to and during the internship. This approach facilitated employment as cooperating schools hired the graduates and kept the intern slots open. The graduates have had the benefit of careful school and university supervision with a year of experience on-the-job.[17]

A study published by Rhode Island College, Division of Educational Studies, dealt with the evaluation of current national counselor education programs which led to a systematic program change over a two year period. This study discovered that potential counselors were more aware, more sensitive before entrance to a formalized graduate program than when they emerged with a graduate degree. The three major changes in the program were: (1) the introduction of an intensive screening experience for the selection of trainees, (2) the relative immediate introduction of a practicum early in the training sequence, (3) a second or advanced practicum toward the end of the training program. The introduction of a practicum early in the training sequence differs philosophically from traditional programs. It was also of interest to note the requirement of a performance based comprehensive examination in addition to the written one. The study determined that the written comprehensive did not provide

an index of counseling effectiveness and functioning. It provided a measure of mastery of content material but did not indicate how well the student could implement his knowledge into everyday work effectiveness.[18]

The two studies just discussed were included in this review of the literature to provide a picture of the types of change which can result from follow-up and evaluation type research.

One final work dealing with follow-up methods was included as it was indicative of the type of research which will be needed in the future.

Taylor, of the University of Virginia, 1970, after research of follow-up studies regarding higher education, reported that institutional researchers have conducted follow-up studies to describe where graduates of a single institution have gone and offer simple descriptions of selected characteristics of these graduates after taking a degree. Taylor indicated that only a knowledge of descriptive statistics has been used in the past in conducting follow-up studies. He stated, "As the discipline of institutional research matures, it will be desirable to strengthen the inferential base of institutional data and this will require a higher level of knowledge and research skills.[19]

Research concerning the availability of employment for counselors was extremely limited. Factors relating the actual employment of counselors to the job market did not appear to be investigated although some predictions or

forecasts of counselor employment were discovered.

The Occupational Outlook Handbook, 1974-1975, reported favorable employment opportunities through the mid 1980's. Demand will be due to the Federal Government Career Education Program, designed to inform children about the world of work early in their education. Employment in the 1970's grew moderately as school enrollment declined. An expected upswing in enrollment in the late 1970's should stimulate counselor employment. The extent of future growth in counselor employment will depend largely on the amount of funds which the Federal Government provides to the States for this purpose.[20]

Odell forecasted the need for 23,000 additional counselors by 1980 to replace those among the 54,000 currently employed who will marry, die, retire or move to other fields of work. If four-fifths of all school counselors in 1970 were secondary counselors and if this ratio is maintained in 1980, we can expect approximately 60,000 secondary school counselors to be employed by 1980. This suggests a lively demand for about 40,000 new secondary school counselors. Students, parents, teachers and administrators all over the country have felt the impact of counseling as a service, not a product. There is reason, Odell felt, to anticipate that counseling services will continue to be sought, perhaps even more than at present.[21]

Summary

The literature was mainly limited to studies using descriptive statistics in the collection and analysis of data. Follow-up studies conducted by institutions of higher learning have not yet, it seemed, employed inferential statistics when investigating activities of former students.

The research generally indicated that many of those who had received Master's level degrees were not presently working full time in the field for which they had been trained. No research could be found investigating this finding but a suggestion for such a study was discovered.[22]

Graduates of counseling education programs were generally satisfied with their preparatory work and indicated counseling techniques and practicum to be their most valued courses. Most of the studies reviewed, reported that graduates feel a need for additional practicum or supervised counseling and two programs were cited which have incorporated this need into their training sequence.

Counseling appeared to be the major activity of those actually employed in the schools along with testing, dissemination of information and class scheduling.

The forecasts for counselor employment appeared favorable for the late 1970's and 1980's, however, research into the factors underlying the employment or unemployment of those with Master's level degrees in this area was not conclusive.

Chapter III

PROCEDURES

Sample

The sample for this study was selected from a list of Northeastern Illinois University Graduates who had completed the Counselor Education Program and received Master's Degrees in Guidance and Counseling during the past three years, 1971-1974. Each individual had at least one year of teaching experience. Every fifth name on this list of graduates was selected to provide a sample of fifty, fifteen men and thirty-five women.

The Questionaire

The questionaire consisted of one and one half pages and was designed by the researchers to ellicit information in such areas as professional employment, current and preferred, professional skills most frequently used and graduate courses considered most valuable. (See Appendix 1)

Administering the Questionaire

The questionaire was sent out to the fifty individuals selected in the sample. A cover letter on Northeastern Illinois University letterhead explained the purpose and

intentions of the researhers. The letter was signed by Dr. Mary Bowers, Professor of Counselor Education at the University. (See Appendix 2) A stamped, addressed envelope was enclosed for ease in responding. The questionaires were returned anonymously and no attempt was made to identify the respondents.

Statistical Analysis of Data

Tables were drawn to present the data obtained from the questionaire.

Means were calculated for the use of counseling skills and courses by attributing numerical values to the responses in the questionaire:

1 = never

2 = infrequently (4 times a year)

3 = sometimes (monthly)

4 = frequently (weekly)

5 = very frequently (daily)

The Pearson Product Moment Correlation Coefficient and the Chi Square Formula were applied in analyzing this data.

Chapter IV

PRESENTATION AND ANALYSIS OF RESULTS

Identifying and Background Data of Respondents

Of the fifty 1971-1974 Guidance and Counseling Master's Graduates sampled, thirty responded. Ten of the respondents were men and twenty were women (see table 1).

TABLE 1

DISTRIBUTION OF RESPONDENTS BY SEX

Sex	Number	Percent
Men	10	33.33
Female	20	66.67
Total	30	100.00

The ages of the graduates ranged from twenty one to fifty years with 43.33 percent in the twenty-one to thirty year age range (see table 2).

TABLE 2

DISTRIBUTION OF RESPONDENTS BY AGE

	Men		Women		Total of Respondents	
Age	Number	Percent	Number	Percent	Number	Percent
21-30	5	10	8	40	13	43.33
31-40	3	30	7	35	10	33.33
41-50	2	20	5	25	7	23.33
51-65	0	0	0	0	0	00.00

Fifteen (50 percent) of the Master's Graduates had elementary counseling degrees and fifteen obtained secondary counseling degrees. Of the men six (60 percent) had secondary degrees. Among the women there was a more even distribution in the type of degree which they held. (See table 3).

TABLE 3

DEGREES

	Men		Women		Total of Respondents	
Degrees	Number	Percent	Number	Percent	Number	Percent
Elementary	4	40	11	55	15	50
Secondary	6	60	9	45	15	50
Total	10	100	20	100	30	100

Regarding the marital status of respondents, six (20 percent) were single, twenty two (73 percent) were married and two (6.67 percent) were divorced (see table 4).

TABLE 4

MARITAL STATUS

	Men		Women		Total of Respondents	
	Number	Percent	Number	Percent	Number	Percent
Single	2	20.00	4	20.00	6	20.00
Married	8	80.00	14	70.00		73.33
Divorced	0	0.00	2	10.00	2	6.67

Questionaire Results

When they enrolled in the Master's Program at Northeastern Illinois University, 83.33 percent of the respondents were teachers. For a more detailed breakdown of the occupational status of the graduates when they entered their training program see table 5.

TABLE 5

PROFESSIONAL ACTIVITY WHEN ENROLLED IN THE PROGRAM

Question 1

	Men		Women		Total of Respondents	
Activity	Number	Percent	Number	Percent	Number	Percent
Teacher	9	90	16	80	25	83.33
Specialized Teacher	0	0	2	10	2	6.67
Other	1	10	2	10	3	10.00

The desire to work in guidance and counseling was indicated by fourteen respondents as their primary reason for entering the Master's program. Nine indicated salary increase, eight were motivated by interest in the field while three did so for other reasons but did not specify.

Twelve (40 percent) of the respondents were currently teachers. Seven (23.33 percent) were counselors; the rest were engaged in other areas. Of the men, 40 percent were employed

as counselors while only 15 percent of the women were similarly employed. (See table 6).

TABLE 6

CURRENT OCCUPATIONAL STATUS

Question 3

	Men		Women		Total of Respondents	
Activity	Number	Percent	Number	Percent	Number	Percent
Teacher	4	40	8	40	12	40.00
Coach	1	10	0	0	1	3.33
Housewife	0	0	4	20	4	13.33
Specialized Teacher	1	10	3	15	4	13.33
Counselor	4	40	3	15	7	23.33
Administrator	0	0	1	5	1	3.33
Other	0	0	1	5	1	3.33

When the respondents were asked to select from a list of desired occupations, 36.67 percent indicated a desire to work as counselors, 26.67 percent indicated interest in employment as administrators while only 13 percent expressed a desire to work as teachers. Of the eight individuals who wished to work as administrators, six were women. (See table 7).

When analyzing the responses to Question 3, indicating actual occupational status and Question 4, indicating preferred

occupational status (See Appendix 1), a discrepancy was noted. According to the responses, sixty percent of the graduates were dissatisfied with their current professional status and were not working in the field of their choice. Of the women, seventy percent indicated dissatisfaction with their current professional status while of the men only forty percent were dissatisfied.

TABLE 7

PREFERRED OCCUPATIONAL STATUS

Question 4

	Men		Women		Total of Respondents	
Activity	Number	Percent	Number	Percent	Number	Percent
Teacher	2	20	2	10	4	13.33
Coach	1	10	0	0	1	3.33
Housewife	0	0	1	5	1	3.33
Specialized Teacher	0	0	2	10	2	6.67
Counselor	4	40	7	35	11	36.67
Administrator	2	20	6	30	8	26.67
Other	1	10	2	10	3	10.00

For those not employed as counselors, the job market was a factor for nine (45 percent) of the respondents (see table 8). Of those, 36.84 percent were women and 22.22 were men. For those not employed as counselors, 55 percent of the respondents indicated that the job market was not a factor.

TABLE 8

JOB MARKET AS A FACTOR IN EMPLOYMENT

Question 5

	Men		Women		Total of Respondents	
	Number	Percent	Number	Percent	Number	Percent
yes	2	22.22	7	36.84	9	45.00
no	2	22.22	9	47.37	11	55.00

This question was inappropriate to eight respondents.
Two people did not respond to Question 5.

The training program at Northeastern Illinois University influenced 40 percent of the graduates to pursue further education (see table 9).

TABLE 9

THE PROGRAM AS AN INFLUENCE ON FURTHER EDUCATION

Question 6

	Men		Women		Total of Respondents	
	Number	Percent	Number	Percent	Number	Percent
yes	4	40	8	40	12	40
no	6	60	12	60	18	60

Ten percent of the respondents were pursuing further education in Guidance and Counseling while 53.34 percent were seeking more education in related or other fields (see table 10).

TABLE 10

FURTHER EDUCATIONAL PURSUITS

Question 7

	Men		Women		Total of Respondents	
	Number	Percent	Number	Percent	Number	Percent
Guidance and Counseling	1	10	2	10	3	10.00
Other and Related Fields	5	50	11	55	16	53.34

Of the thirty respondents, twenty six (86.67 percent) would recommend their training program at Northeastern Illinois University to others (see table 11).

TABLE 11

RECOMMENDATION OF PROGRAM

Question 8

	Men		Women		Total of Respondents	
	Number	Percent	Number	Percent	Number	Percent
yes	9	90	17	85	26	86.67
no	1	10	3	15	4	13.33

In regard to professional activities and/or skills, the five alternative responses were given arbitrary numerical values of 1, 2, 3, 4, and 5 respectively, from least to most used:

1= never

2= infrequently (4 times a year)

3= sometimes (monthly)

4= frequently (weekly)

5= very frequently (daily)

Individual counseling was practiced on a daily to weekly basis by 66.66 percent of the respondents. The mean response equaled 3.8 indicating that individual counseling was done on an almost weekly basis. The mean for group counseling was 2.8 indicating that the respondents used this activity almost monthly. However, it should be noted that thirty percent never performed group counseling.

For group guidance the mean of 3.0 indicated its usage on a monthly basis.

In the analysis of administrative activities, the mean was 2.4 showing it to be used only four times a year. Forty six percent of the respondents never engaged in administrative activities. Only 14.29 percent used it on a daily basis.

The mean of 2.3 in the usage of testing indicates that it was done by most respondents four times a year. (See table 12).

TABLE 12

PROFESSIONAL ACTIVITY FREQUENCIES AND MEAN

Skill or Activity	Never		Infrequently		Sometimes		Frequently		Very Frequently		No Response	Mean
	No.	%	No.	%	No.	%	No.	%	No.	%		
Individual Counseling	2	6.67	3	10.00	5	16.67	10	33.33	10	33.33		3.8
Group Counseling	8	29.63	4	14,81	6	22.22	6	22.22	3	11.11	3	2.7
Group Guidance	5	17.24	5	17.24	8	27.59	8	27.59	3	10.34	1	3.0
Administration	13	46.43	3	10.71	5	17.86	3	10.71	4	14.29	2	2.4
Testing	9	31.03	9	31.03	4	13.79	6	20.69	1	3.45	1	2.3

TABLE 13

FREQUENCY OF USAGE OF COURSE INFORMATION AND MEAN

Courses	Never		Infrequently		Sometimes		Frequently		Very Frequently		No Response	Mean
	No.	%	No.	%	No.	%	No.	%	No.	%		
Psychology of Personality	1	4.17	4	16.67	5	20.83	7	29.17	7	29.17	6	3.6
Principles of Tech. & Guidance	2	7.41	3	11.11	6	22.22	8	29.63	8	29.68	3	3.6
Evaluation Techniques	1	3.70	10	37.04	6	22.22	7	25.93	3	11.11	3	3.0
Research Seminar	11	40.74	7	25.93	3	11.11	3	11.11	3	11.11	3	2.3
Practicum	4	14.29	1	3.57	4	14.29	8	28.57	11	39.29	2	3.8
Frameworks of Guid.&Counseling	3	14.29	1	4.76	7	33.33	7	33.33	3	14.29	9	3.3
Techniques of Group Work	2	10.00	7	35.00	4	20.00	5	25.00	2	10.00	10	3.0
Community Resources	2	7.14	6	21.43	10	35.71	4	14.29	6	21.43	2	3.2

On a similar scale, the respondents indicated the degree of use of information gained from the eight basic courses in their training program. The findings indicated that the Practicum was most frequently used. (See table 13).

The Practicum was rated as most valuable by 44 percent of the respondents. Psychology of Personality was selected as most valuable by 18.52 percent of the graduates and Principles and Techniques of Guidance and Counseling was chosen as most valuable by 14.81 percent of the respondents. (See table 14).

TABLE 14

MOST VALUED COURSE

Course	Men		Women		Total of Respondents	
	Number	Percent	Number	Percent	Number	Percent
Psychology of Personality	2	22.22	3	16.67	5	18.52
Principles and Tech. of Guid.	3	33.33	1	5.56	4	14.81
Evaluation Techniques	1	11.11	2	11.11	3	11.11
Research Seminar	0	0.00	0	0.00	0	0.00
Practicum	2	22.22	10	56.56	12	44.44
Frameworks of Guid.&Counsel.	0	0.00	1	5.56	1	3.70
Techniques of Group Work	0	0.00	0	0.00	0	0.00
Community Resources	1	11.11	0	0.00	1	3.70

Hypothesis One

Hypothesis One stated that there is no relationship between the professional activities of graduates of the Guidance and Counseling Program at Northeastern Illinois University and their training program. The responses which the graduates made on the rating scale in the questionaire regarding their professional activities and the courses in their training program were transformed into arbitrary numerical values as previously described. Scores for each respondent on the frequency of performance of particular counseling activities were paired with frequency of usage of information gained from specific courses in their training program. The total scores were computed by weighing each response. The data was recorded and the Pearson Product Moment Coefficient Correlation was calculated to test whether there was a significant relationship between administrative activities of the graduates and information which they derived from the Community Resource Course. The Pearson Product r equalled +.48 which rejects the null hypothesis at the .01 level of significance. Therefore, a relationship does exist between administrative activities of the graduates and the use of information which they derived from the course on community resources.

The relationship between group guidance activities and

the Principles and Techniques of Guidance Course was also calculated by means of the Pearson Product Moment Correlation Coefficient. The Pearson r equalled +.547 indicating significance at the .01 level. Therefore, Hypothesis One is again rejected.

Through the use of the Pearson Product Moment, a definite relationship could be established between the professional activities of the graduates and the courses in their training program.

Hypothesis Two

This hypothesis states that there is no difference in the value graduates placed on the courses in their training program as listed in the questionaire. Using the chi square formula with seven degrees of freedom, a result of 25.803 was obtained on the question dealing with selection of the most valuable course. This indicated a significant difference at the .001 level.

When the respondents were asked to select the most valuable course from a list of eight basic courses, 44.44 percent in this study chose the Practicum.

There is no doubt that according to these findings Hypothesis Two can be rejected. The highest number of graduates attributed the greatest value to the Practicum although 18.52 percent of the respondents indicated Psychology of

Personality to be of greatest value. Therefore, a difference was noted in the value graduates placed on the courses offered in their training program.

Hypothesis Three

According to Hypothesis Three, given the proportion of men and women responding to the questionaire, there is no difference in the proportion of men and women employed as counselors.

By applying the chi square formula with one degree of freedom, a result of 10.2 was obtained on question three indicating a significant difference on the .001 level. The null hypothesis is therefore rejected. There is a definite difference in the proportion of men and women employed as counselors. Forty percent of the men are employed as counselors while only 15 percent of the women are so employed in this study. (See table 6).

Hypothesis Four

Hypothesis Four indicated that there is no relationship between the numbers of Northeastern graduates seeking employment and the availability of jobs in this field.

The questionaire allowed the graduates to state on a yes-no basis whether the job market was the major deterrent if they were not employed as counselors.

Using the chi square formula with one degree of freedom, a result of .22 was obtained. This is not significant at the .05 level. It was clear that the null hypothesis could be accepted. There is no relationship between the job market and the numbers of graduates seeking employment in counseling.

Hypothesis Five

According to this hypothesis there is no difference in the numbers of graduates pursuing further education in guidance and counseling and the numbers of graduates pursuing further education in other fields. The chi square was calculated on responses to question seven which asked graduates to indicate whether they were pursuing further education in guidance and counseling or in other areas. The chi square equalled 8.8 which was significant at the .01 level.

The null hypothesis was rejected. Of those respondents pursuing further education, it was clear that most were doing so in fields other than guidance and counseling.

Hypothsis Six

Hypothesis Six stated that given the proportion of male and female respondents, there is no difference in the numbers of men who were dissatisfied with their current occupational status and the number of women who were dissatisfied with their occupational status.

When comparing the responses to question three, indicating current professional status, and question four, indicating preferred professional status, a discrepancy was noted. This discrepancy was computed by obtaining the difference between responses to these questions. Eight women were currently teachers but only two preferred teaching as a profession; thus a discrepancy of six was noted. Only three women were counselors but seven chose counseling as their preferred occupation thereby establising a discrepancy of four. In the area of administration, only one woman was currently an administrator but six chose administration as their preferred field. Thus a discrepancy of five was calculated. The discrepancies between current and preferred occupations were calculated for both men and women. Using the chi square formula with one degree of freedom, a result of 10.4 was obtained. This indicated a significance at the .01 level. Therefore the null hypothesis was rejected.

According to this study, it was evident that the graduates were not satisfied with their current occupational status with women indicating the greater dissatisfaction.

Interpretation of Findings

Descriptive and inferential statistics were used to analyze data collected in this follow-up study of Master's Graduates in Guidance and Counseling at Northeastern

Illinois University. The findings indicated a definite positive correlation between the graduates' use of counseling skills and their use of course information. A lack of adequate preparation in the various counseling skills would, therefore, almost certainly reduce the likelihood of the counselor's performance of these activities on the job.

Almost fifty percent of the 1971-1974 graduates of Northeastern Illinois University Counseling Program selected Practicum as their most valued course. This may be due to the fact that Practicum provided an experience in which the students implemented their theoretical knowledge into practice under supervision. Of interest is the fact that the review of the literature indicated a similar selection by graduates in 1968[23] and 1971[24]. Need of additional practicum experience was expressed in these studies and other programs were cited which have already incorporated additional practicum into their training sequence. The early introduction of a practicum, as was done at Rhode Island College,[25] would afford the student an opportunity to experience counseling as a profession. The student could then determine early in his training whether counseling was his field of choice. Since practical experience was deemed as so valuable, it may be wise to take into consideration an

extended or increased practicum. The evidence suggested that information gained in the training program did effect the kinds of counseling activities performed as well as the effectiveness of counseling.

A sexual bial was indicated in regard to employment of counselors. All the men who desired work as counselors were so engaged, while only half of the women who preferred work as counselors were employed in the field. Given the proportion of men and women seeking employment as counselors, the schools are employing more men. Why? Since most of the teachers in our schools are women, male counselors may be seen as more desirable as they offer the child male contact and a male model of behavior which is all too lacking in many schools. One must also consider that in our society the male is usually the breadwinner of the family. The fact that more men are employed in the field for which they trained could be due to a stronger desire for employment, perhaps men make a more intense effort to locate a position. A man, as provider for a family, might well accept a position as a counselor which a woman might turn down on the grounds of distance, neighborhood, etc.

Of interest to the researchers was that the job market did not seem to be a factor in the employment or unemployment of counselors. Many graduates were not working in their

chosen field but the availability of jobs was not indicated as significant. An investigation underlying the fact that many graduates were working in some other capacity than counseling was recommended by Jones, Corle, and Orebaugh.[26] The authors of this study feel that research is needed to explore the reasons why so many graduates are not working as counselors.

Many of the graduates are pursuing further education; some in guidance and counseling but a significant number are continuing their education in other fields. While many graduates indicated the counseling program to be a major influence, some did not. These graduates might well be unaware of the effect of the program on their future plans. Contact with a university environment, contact with others seeking professional advancement, and contact with other educators in pursuit of knowledge could have been influential in making them more aware of their interests, needs and capabilities.

While many of the 1971-1974 graduates were dissatisfied with their current professional status, more women were significantly dissatisfied. These graduates probably did not have the benefits of group guidance or career education as youths. Thus, they may have failed to develop clear concepts of their capabilities and the opportunities open to them when formulating career plans. This, coupled with the changing world of work and greater opportunities now open to women may be leading factors explaining the dissatisfaction of the graduates in general and of women in particular.

Chapter V

SUMMARY AND CONCLUSIONS

Restatement of the Problem

This study was concerned with the investigation of activities of Master's level graduates in Guidance and Counseling at Northeastern Illinois University. The purpose of this study was three-fold. First, the intent was to determine how many graduates actually entered the field, the counseling skills most frequently used and the effect of the training program on their professional pursuits. Second, of interest was the effect of job availability on employment. Third, a major objective was to provide the University with information which it could use in the evaluation of its training program and serve as an aid in curriculum planning.

There was little research found to be directly related to this study. While a substantial amount of information was determined to be partially pertinent, only two studies were discovered which related directly. No research was uncovered which utilized both descriptive and inferential statistics. This investigation appeared to be the only study employing inferential statistics in a follow-up of a single group

of graduates in higher education. A need for greater use of such statistical methods was indicated for the future.

Method

A questionaire was designed by the researchers to ellicit information in such areas as professional employment, current and preferred, professional skills most frequently used and graduate courses considered most valuable. From a list of graduates of the Northeastern Illinois University Counseling Program, every fifth name was selected to provide a sample of fifty. The questionaires were mailed to these fifty graduates. Tables, means, correlation coefficients and Chi Square Formulas were used in analyzing the data

Findings and Conclusions

Preparatory work was found to have a definite relationship with the counseling activities of graduates working in the field. Specific courses effected the kinds of counseling activities used by graduates. A lack of training reduced the likihood of a counselor's performance in that area.

Practicum was deemed most valuable by the majority of graduates. This may be due to a need to apply theoretical knowledge in a practical setting. One implication may be the extension or augmentation of the practicum.

Men have been more successful in finding employment as counselors. This could be due to a greater demand by the schools for male counselors. Also the greater need for jobs, by men, may lead to more intense efforts in locating a counseling position.

Although many graduates were not working as counselors, it was surprising to the investigators that the job market was not found to be a significant factor in this study.

Over half of the respondents are pursuing further education. While some are continuing in guidance and counseling, it was interesting to note that the majority are pursuing further education in other fields. Perhaps the academic environment of the University gave students a broader horizon in which to discover interests, needs and capabilities, thereby influencing development in new directions.

Among the men and women there was an indication of dissatisfaction with professional roles. Most desired employment in fields other than their own. Of interest was that twenty-seven percent of the respondents desired work as administrators. Women were significantly more dissati fied than men. This may be due to poor career planning in general and to widening career opportunities for women in particular.

In addition, it was noteworthy that an overwhelming majority of the graduates would recommend their training program to others.

Recommendations

If this study were to be repeated, the questionaire could be altered so that graduates would select one appropriate response to each question making tabulation precise. The questionaire could also include suggestions for improvements in the program. Interviews could supplement the questionaire to obtain more depth of information.

Although random sampling was used in this study, a larger population, also randomly sampled, would be preferable in future research of this kind.

Expanding the population to include other university graduates would broaden the scope of similar studies and comparisons of such programs would then be possible.

Research is recommended investigating factors underlying the reasons why so many graduates are not employed as counselors.

It is also recommended that groups of graduates from two universities be compared in a study with similar purposes and objectives.

FOOTNOTES

[1]Bruce Shertzer and Joan England, "Follow-Up Data on Counselor Education Graduates-Relevant, Self Revealing, or What?," Counselor Education and Supervision 7 (August 1968): 363.

[2]Ibid., p. 363.

[3]Donald Harmon and Dwight L. Arnold, "High School Counselors Evaluate Their Formal Preparation," Personnel and Guidance Journal 39 (December 1960): 303.

[4]Wisconsin State University-Stevens Point, Follow Up of Non-Teaching Graduates, Graduates of 1969, 1970 Responses Concerning Majors, Minor, Financial Aid, Employment Status, Placement Services, Guidance (Stevens Point, Wisconsin : ERIC Document Reproduction Service, ED 053 690, 1971), p. 7.

[5]Lloyd L. McKinney and Charles Oglesby, Developing and Conducting Follow-Up Studies of Former Students (University of Kentucky, Lexington, Kentucky : ERIC Document Reproduction Service, ED 056 240, 1971), pp. 6,30.

[6]Wisconsin State University-Stevens Point, p.7.

[7]McKinney and Oglesby, p.5.

[8]Harmon and Arnold, p. 303.

[9]Shertzer and England, pp. 363-370.

[10]Worth R. Jones, Jack D. Corle and Forest Orbaugh, "Follow-Up Study of Counselor Education Graduates," Counselor Education and Supervision 8 (Spring 1969) : 235-237.

[11]Ellis A. Joseph and William R. Drury, "Ohio Counselors Evaluate Their Formal Preparation." Counselor Education and Supervision 2 (September 1971) : 56-61.

[12]Harmon and Arnold, pp. 303-306.

[13]Charles Ryan, "Preparation of Counselors in Ohio Catholic Schools," Counselor Education and Supervision 7 (Winter 1968) : 119-123.

[14]Leroy Swoyer, "Alumni of the Counselor Education Program, Dept. of Personnel and Guidance at Seton Hall University," (Ph.D. dissertation, Rutgers University, 1967), Dissertation Abstracts, p. 1317 A.

[15]"A Second Look at Graduate Training," Counselor Education and Supervision, 5 (1966) cited by James Zerface, "1970 Counseling and Guidance Graduates," Counselor Education and Supervision 13 (March 1974) : 232-238.

[16]C. Winfield Scott, "Changes in Follow-Up Data Follow Marked Changes in a Counselor Education Program," Counselor Education and Supervision 9 (Spring 1970) : 195-204.

[17]John M. Whitely, "Counselor Education A Critical Review of the Literature," (ERIC Document Reproduction Service, ED 026 674, 1968) pp. 35, 14,21,22.

[18]Rhode Island College, Counselor Education A Program in Functional Humanism (Providence, Rhode Island: ERIC Document Reproduction Service, ED 075 422, 1972) pp. 1-91.

[19]Alan Taylor, Research Methods For Conducting Follow-Up Studies in Higher Education (University of Virginia, Charlottesville, Virginia : ERIC Document Reproduction Service, ED 080 063, 1970) p. 7.

[20]U.S. Department of Labor, Bureau of Statistics, Occupational Outlook Handbook, 1974-1975, Bulletin 1785 (Washington, D.C. : Government Printing Office, 1974) p.546.

[21]Louise M. Odell, "Secondary School Counseling: Past, Present and Future," Personnel and Guidance Journal 52 (November 1973) : 150-155.

[22]The researchers agree with Jones,Corle and Orebaugh, p. 237, that an investigation exploring the unemployment of counselors in their chosen field is indicated.

[23]Shertzer and England, p. 368.

[24]Joseph and Drury, p.60.

[25]Rhode Island College, pp. 1-91.

[26]Jones, Corle and Orbaugh, p. 237.

APPENDIX 1

CHECK THE FOLLOWING

Male_____Female_____

Age: 21-30_____31-40_____41-50_____51-65_____

Secondary education training_____Elementary education training_____

Marital Status: Single_____Married_____Widowed_____Divorced_____

****

1. Professional activity when enrolled in the program:
   a. teacher
   b. coach
   c. housewife
   d. specialized teacher
   e. other (specify)
2. Primary reason for entering graduate program:
   a. to work in guidance and counseling
   b. salary increase
   c. interest in the field
   d. other (specify)
3. Present professional activity:
   a. teacher
   b. coach
   c. housewife
   d. specialized teacher
   e. counselor
   f. administrator
   g. other (specify)
4. Desired or preferred occupation:
   a. teacher
   b. coach
   c. housewife
   d. specialized teacher
   e. counselor
   f. administrator
   g. other (specify)
5. If not employed as a counselor, was the job market the major deterrent?

   yes_____no_____other (specify)_____
6. Did the program influence you toward further education?

   yes_____no_____
7. Have you recommended this program to anyone else?

   yes_____no_____

Circle the following as it pertains to your professional activities. Never; infrequently--4 times a year; sometimes--monthly; frequently--weekly; very frequently--daily.

In my present professional activities, I do:

Individual counseling	N	Inf	S	F	Vf
Group counseling	N	Inf	S	F	Vf
Group guidance	N	Inf	S	F	Vf
Administration	N	Inf	S	F	Vf
Testing	N	Inf	S	F	Vf

I use information gained from the following courses:

1. Psychology of Personality	N	Inf	S	F	Vf
2. Principles and Techniques of Guidance	N	Inf	S	F	Vf
3. Evaluation Techniques	N	Inf	S	F	Vf
4. Research Seminar	N	Inf	S	F	Vf
5. Practicum	N	Inf	S	F	Vf
6. Frameworks of Guidance and Counseling	N	Inf	S	F	Vf
7. Techniques of Group Work	N	Inf	S	F	Vf
8. Community Resources or Information and Resources	N	Inf	S	F	Vf

Of the above, the most valuable was number _____.

APPENDIX 2

NORTHEASTERN ILLINOIS UNIVERSITY
BRYN MAWR AT ST. LOUIS AVENUE • CHICAGO, ILLINOIS 60625 • (312) 583-4050

October 10, 1974

Dear Northeastern University Alumnus,

At my suggestion, some graduate students in the Department of Guidance and Counseling are conducting research into the professional activities of those who have received their degrees from Northeastern Illinois University.

The University is interested in your opinion of the program, its courses and their usefulness in your current professional activities. Your views might influence curriculum changes in the future.

I would appreciate your help in making this research study a meaningful one. Please return the enclosed questionaire in the envelope provided. The success of this research project depends on your prompt participation!

Sincerely,

Mary W. Bowers

Mary W. Bowers, Ph.D.
Professor
Department of Counselor Education

APPENDIX 3

COMPUTATION OF PEARSON PRODUCT MOMENT COEFFICIENT CORRELATION FOR GROUP GUIDANCE ACTIVITIES AND PRINCIPLES AND TECHNIQUES OF GUIDANCE COURSE

(Hypothesis One)

$$r = \frac{\Sigma XY - \frac{(\Sigma X)(\Sigma Y)}{N}}{\sqrt{\left[\Sigma X^2 - \frac{(\Sigma X)^2}{N}\right]\left[\Sigma Y^2 - \frac{(\Sigma Y)^2}{N}\right]}}$$

$$r = \frac{205 - \frac{(56)(322)}{26}}{\sqrt{\left[174 - \frac{(56)^2}{26}\right]\left[322 - \frac{(86)^2}{26}\right]}}$$

$$r = \frac{205 - 185.23}{\sqrt{[174 - 120.6][322 - 284.4]}}$$

$$r = \frac{19.77}{\sqrt{[53.4][32.5]}}$$

$$r = \frac{19.77}{41.6} \qquad r = 0.4752$$

$$r = +\ 0.48$$

COMPUTATION OF PEARSON PRODUCT MOMENT COEFFICIENT CORRELATION FOR ADMINISTRATIVE ACTIVITIEES AND COMMUNITY RESOURCE COURSE

(Hypothesis One)

$$r = \frac{\Sigma XY - \frac{(\Sigma X)(\Sigma Y)}{N}}{\sqrt{\left[\Sigma X^2 - \frac{(\Sigma X)^2}{N}\right]\left[\Sigma Y^2 - \frac{(\Sigma Y)^2}{N}\right]}}$$

$$r = \frac{314 - \frac{(80)(95)}{26}}{\sqrt{\left[286 - \frac{(80)^2}{26}\right]\left[387 - \frac{(95)^2}{26}\right]}}$$

$$r = \frac{314 - 292.31}{\sqrt{[286 - 246.15][387 - 347.12]}}$$

$$r = \frac{21.69}{\sqrt{[39.31][39.88]}}$$

$$r = \frac{21.69}{39.59}$$

$$r = +0.5478$$

COMPUTATION OF THE CHI SQUARE

FOR COURSE VALUE

(Hypothesis Two)

$$\chi^2 = \sum\left[\frac{(fo-fe)^2}{fe}\right]$$

$$\chi^2 = \frac{(5-3.25)^2}{3.25} + \frac{(4-3.25)^2}{3.25} + \frac{(3-3.25)^2}{3.25} +$$

$$\frac{(0-3.25)^2}{3.25} + \frac{(12-3.25)^2}{3.25} + \frac{(0-3.25)^2}{3.25}$$

$$\frac{(1-3.25)^2}{3.25} + \frac{(1-3.25)^2}{3.25}$$

$$\chi^2 = \frac{3.06}{3.25} + \frac{.56}{3.25} + \frac{.06}{3.25} + \frac{(-3.25)}{3.25} +$$

$$\frac{76.56}{3.25} + \frac{(-3.25)}{3.25} + \frac{5.06}{3.25} + \frac{5.06}{3.25}$$

$$\chi^2 = \frac{83.86}{3.25}$$

$$\chi^2 = 25.803$$

COMPUTATION OF THE CHI SQUARE FOR THE PROPORTION OF MEN AND WOMEN EMPLOYED AS COUNSELORS

(Hypothesis Three)

$$\chi^2 = \Sigma\left[\frac{(fo-fe)^2}{fe}\right]$$

$$\chi^2 = \frac{(3-10)^2}{10} + \frac{(17-10)^2}{10} + \frac{(4-5)^2}{5} + \frac{(6-5)^2}{5}$$

$$\chi^2 = \frac{49}{10} + \frac{49}{10} + \frac{1}{10} + \frac{1}{10}$$

$$\chi^2 = \frac{102}{10}$$

$$\chi^2 = 10.2$$

COMPUTATION OF THE CHI SQUARE FOR GRADUATES

SEEKING EMPLOYMENT AS COUNSELORS

(Hypothesis Four)

$$\chi^2 = \sum \left[\frac{(fo - fe)^2}{fe} \right]$$

$$\chi^2 = \frac{(2-2)^2}{2} + \frac{(2-2)^2}{2} + \frac{(7-8)^2}{8} + \frac{(9-8)^2}{8}$$

$$\chi^2 = \frac{0^2}{2} + \frac{0^2}{2} + \frac{(-1)^2}{8} + \frac{1^2}{8}$$

$$\chi^2 = \frac{2}{8}$$

$$\chi = .25$$

COMPUTATION OF THE CHI SQUARE FOR GRADUATES PURSUING EDUCATION IN GUIDANCE AND COUNSELING

(Hypothesis Five)

$$\chi^2 = \Sigma\left[\frac{(fo-fe)^2}{fe}\right]$$

$$\chi^2 = \frac{(1-3)^2}{3} + \frac{(5-3)^2}{3} + \frac{(2-6.5)^2}{6.5} + \frac{(1-6.5)^2}{6.5}$$

$$\chi^2 = \frac{2^2}{3} + \frac{2^2}{3} + \frac{4.5^2}{6.5} + \frac{4.5^2}{6.5}$$

$$\chi^2 = \frac{4}{3} + \frac{4}{3} + \frac{20.25}{6.5} + \frac{20.25}{6.5}$$

$$\chi^2 = 1.3 + 1.3 + 3.1 + 3.1$$

$$\chi^2 = 8.8$$

COMPUTATION OF THE CHI SQUARE FOR DISCREPANCY OF PRESENT OCCUPATIONAL STATUS AND PREFERRED OCCUPATIONAL STATUS

(Hypothesis Six)

$$\chi^2 = \Sigma\left[\frac{(fo-fe)^2}{fe}\right]$$

$$\chi^2 = \frac{(4-5)^2}{5} + \frac{(6-5)^2}{5} + \frac{(10-10)^2}{10} + \frac{(20-10)^2}{10}$$

$$\chi^2 = \frac{(-1)^2}{5} + \frac{1^2}{5} + 0 + \frac{10^2}{10}$$

$$\chi^2 = \frac{1}{5} + \frac{1}{5} + 10$$

$$\chi^2 = \frac{2}{5} + \frac{50}{5}$$

$$\chi^2 = 10.4$$

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